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Suggestions for Presentation of the Director of Training
to the Director of Central Intelligence on the Assessment
and Evaluation Staff

or Psychol. Services of OTR

The Assessment and Evaluation Staff is composed of a group of professional psychologists and a supporting clerical staff. The psychologists have a diversified training and background. Some are specialists in industrial psychology; some in clinical psychology; some in experimental design and psychological statistics. Some have taught and are ~~very~~ familiar with problems of education and training. Some have worked in private business and in departments of the military service as well as the Civil Service Commission. The Staff has a ^{also} ~~very~~ ^{high powered} group of consultants to help them apply psychological principles to the unique people and type of problems which are found in this Agency. These

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This diversification came about in good part as a consequence of my own mission when I was appointed Director of Training. My mission was to develop and extend training to all components in the Agency.

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At the time I became Director, the A & E Staff was primarily known for its assessment activities. While I was interested in this and have sponsored its continuance, particularly in the DD/P area, I was especially interested in the development of more psychological support to the evaluation of training and to what the student learned in training. I must confess, my notions of what training evaluation consisted of were quite naive. I thought it involved ^{little more than} ~~merely~~ the construction of report cards. Far from being this, I have discovered the A & E psychologists take off their coats and get in behind the instructor and sweat out with him the clarification of the objectives of a particular course, the development of methods for (1) evaluating what students learn that/are consistent with these objectives and (2) which facilitate the instructor's teaching techniques. From this point of view, teaching and evaluation are two sides of the same coin.

The methods developed serve three major purposes: First, to show the student what he is learning and wherein he needs to improve; second, to show the instructor what the students are learning so that he may adapt his techniques more efficiently. For areas in which students are over-learning, the time spent can be reduced; for areas where the students aren't learning enough, time can be increased. Third, the evaluation has uses for management. The supervisor gets a report of what the student has learned. In order to facilitate the supervisor's interpretation of the report, the A & E Staff frequently attaches a comment of its own. This memorandum is prepared on the basis of the relationship of the student's performance to certain test and assessment information in the A & E files.

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If the performance needs to be more fully interpreted in order to be more useful to the supervisor, a memorandum is prepared and attached to the evaluation. As a simple example, failure in a course may mean that the individual tried hard, but did not have what it takes to succeed. The meaning of this type of failure is quite different from that where the individual failed, not through lack of ability, but through lack of interest. Some failures have immediate reference to the individual's assignment. In other instances, this is not the case. The Office of Personnel gets a copy of these training evaluations and memoranda. It turns out, therefore, that an activity oriented directly to training has a by-product with implications for many personnel actions.

During my tenure as Director of Training, training evaluation activities have expanded from superficial effort in one or two courses to a complete coverage of the courses in terms of general principles, with intensive concentration in some of the more important, particularly on the DD/P side, e.g., the Operations course. While it appeared to me the evaluation activities had been progressing satisfactorily, I had not been ^{fully} aware of their high quality until I was told by an expert in this

better than any I have encountered in any educational institution of any kind. I think the high potentialities of the program are mainly due to (1) the serious attention paid to the objectives of instruction, and (2) the unwillingness to be blindly committed to traditional testing methods."

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A gratifying effect for me, was the marked reduction in time required for evaluations to reach the supervisor. In grading long, written papers which were prepared before the A & E Staff went to work, the instructor spent countless night hours, and the evaluations were sometimes as much as 12 to 13 weeks reaching the consumer. As a contrast, in October 1955, the Glandestine Methods and Techniques Course required only one hour and forty-five minutes to derive final grades in preparation for the typing of the evaluation reports. Even more important, the evaluations have a more objective character because of the techniques used in getting them. When people fail any part of such a course now, it is quite clear to them why this is so, and complaints about the unfairness of instructors have been virtually eliminated. Another by-product which I had not quite anticipated was the way in which this effort leads the instructor to modifying and improving his course. Continuing knowledge of what the student is doing and learning has had a marked impact on those courses where intensive work has been done. In fact, it was this kind of effort which led to the granting of the Intelligence Medal of Merit to a member of the A & E Staff, [REDACTED].

Other activities of the Office of Training in which the A & E Staff plays a substantial part are furnishing training [REDACTED] contribution of psychological substantive knowledge to the courses taught in the Office of

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Training, and participating in this instruction, and in the support of the Junior Officer Training Program. A word should be said concerning the last. Standards are high for qualification for this program. The A & E testing and assessment activities and advice are consistently available to, and fully utilized by, the ^{supervisor} ~~director~~ of this program in the maintenance of these standards and in the planning of their careers, with particular reference to utilizing the JOT in areas where his capabilities and interests make him most suitable. In making it possible for JOT candidates to be tested all over the United States, an arrangement was worked out

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the number of testing programs in the field and, hence, avoids a great deal of irritation in the colleges, as well as saves ^{the} ~~the~~ general tax payer money. It saves CIA a great deal of money in that a great many candidates are found unsuitable on the basis of test results and are not brought in for interview or the expensive security clearance.

I guess everybody knows that the A & E Staff is the direct descendant of the psychological services first introduced into OSS. The assessment-type activity which was then initiated is carried on, but in a much broader context. It is carried on now much in the sense that assessment is used in industry, ^{but} ~~because~~ because the problems of the Agency are more complex, the procedures used by A & E are more thorough and comprehensive than those ordinarily found in industry in their selection and placement programs. The testing and assessment function is even more realistic today than it ~~was~~ was previously. The assessment process is now adapted to the nature of a problem a particular supervisor or placement officer is trying to solve.

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The kinds of questions asked the A & E Staff range from "Should I hire this man," through "Where can I place him," or "Can he do this job," "How can I manage him best," to questions concerning career management.



Testing programs are routinely administered to a majority of applicants and practically all EOD's. On the professional side, these testing programs cover such things as extent of vocabulary, ability to read and comprehend, ability to think analytically, ability to think abstractly, ideational fluency, mechanical comprehension, speed and accuracy of observation, tests relating to ability to learn a foreign language, ability to deal with numerical concepts, and tests of knowledge of contemporary affairs. They cover information concerning interests, work attitudes, personal background, and temperament. It has been found through research that the intellectual caliber of the professionals in this Agency is extraordinarily high, probably higher than that of any Government Agency of its size. One of the functions of these testing programs is to maintain this standard. These tests are carefully chosen and studied with a view towards predicting success on Agency jobs.

As an example of how this testing serves the Agency, let us look at the Foreign Language Aptitude Test ^{Program}. Since it costs somewhere in the neighborhood of \$25,000 to sponsor intensive external training in area and language for two years for an individual, I felt the standards for acceptance in this program should be high and include an estimate of the individual's

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ability to profit greatly from the instruction. The A & E Staff did research on this problem and developed a testing program which leads to a statement of the probabilities of an individual's ~~doing better than~~ ^{succeeding} average in learning a foreign language under formal instruction. From other tests, probabilities of succeeding on the area side can likewise be estimated. The information on foreign language aptitude is given, not only to Chief, IAS, but to the supervisor and, at the discretion of the supervisor, may be given to the individual himself.

Suitability of individuals for certain assignments, e.g., complex supervisory ones or certain DD/P assignments, require the individual to be interviewed and studied more intensively. In order to make sure that the needs of the DD/P would not be neglected in the expansion of A & E activities, a special group has responsibility for maintaining, not only Headquarters

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As far as I can see, the psychological assessment functions of the A & E Staff have been steadily improving. One measure is the fact that customers keep coming back, as well as increase^{ing} in number. This is pretty good evidence, since referrals are made on a voluntary basis. From calendar year 1955 to calendar year 1956 the referrals increased from about 450 to more than 1,100.

The A & E Staff feels that as personnel people and supervisors get more information about people, they will make better decisions. I have sometimes wondered, however, whether it should be mandatory that the A & E Staff be consulted at certain phases during an individual's career--for example, at the end of the probationary period, at the formulation of

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career plans, or before a first assignment overseas. My reason for this question arises from the number of cases that have come to the attention of the Office of Training where consultation with the A & E Staff might have saved the Agency a great deal of trouble. This is particularly true in the area of overseas assignments and in the area of promotion of people beyond their capacity to cope with new responsibilities. After a survey in 1954, the Inspector General had this to say: "The assessment program is growing in stature, import and impact. There is evidence in the files of the Inspector General to show that the interests of the Agency could have been better protected if the operating units had more closely followed the recommendations of certain individual assessments."

The steady improvement of A & E services stem from its research program. I have already mentioned how our foreign language aptitude program was developed on a research basis and the success it has had. The need for this research activity becomes quite apparent from the fact that problems that this Agency faces can rightly be called unique. Further, the kind of people that work in this Agency represent a highly selected population in many ways. Techniques for testing, assessing, and evaluating them need to be very specifically developed: they cannot be imported from outside sources without question or without modification. As examples of the kind of research activity that goes on, I list the following:

1. Performance in the Intelligence Orientation can be predicted with a high degree of success from testing batteries; performance in

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the Operations Course is now being studied and I am informed that the Staff has a toe-hold in this area. As one is able to predict success in a course, the psychological characteristics needed for success in training and in the Agency become ^{more} clear. The knowledge thus discovered can be utilized in the selection and proper placement of people.

2. A test in contemporary ^{would} *(which is kept up to date)* affairs has been developed and has been inserted as a routine in our professional applicant testing battery. It is obvious that this kind of knowledge is very useful to an intelligence officer.

3. For use in the intensive assessment program, a test of problem solving has been developed and is now ready for try-out here. This test shows great promise for revealing how a person thinks. Hence, it may be very useful in determining the kind of assignments in which an individual has the best chance of succeeding. The test is called "A Logical Analysis Device".

4. Another area in which research is already paying off is in the identification of clerical personnel with the potential to advance to professional status.

5. Research is always a gamble. If we knew we were going to get positive results, there would be no need to make the study. The A & E Staff has been studying reports writing from the standpoint of trying to spot people who can learn to write reports the way this Agency wants them written. This has turned out to be an extremely complex area,

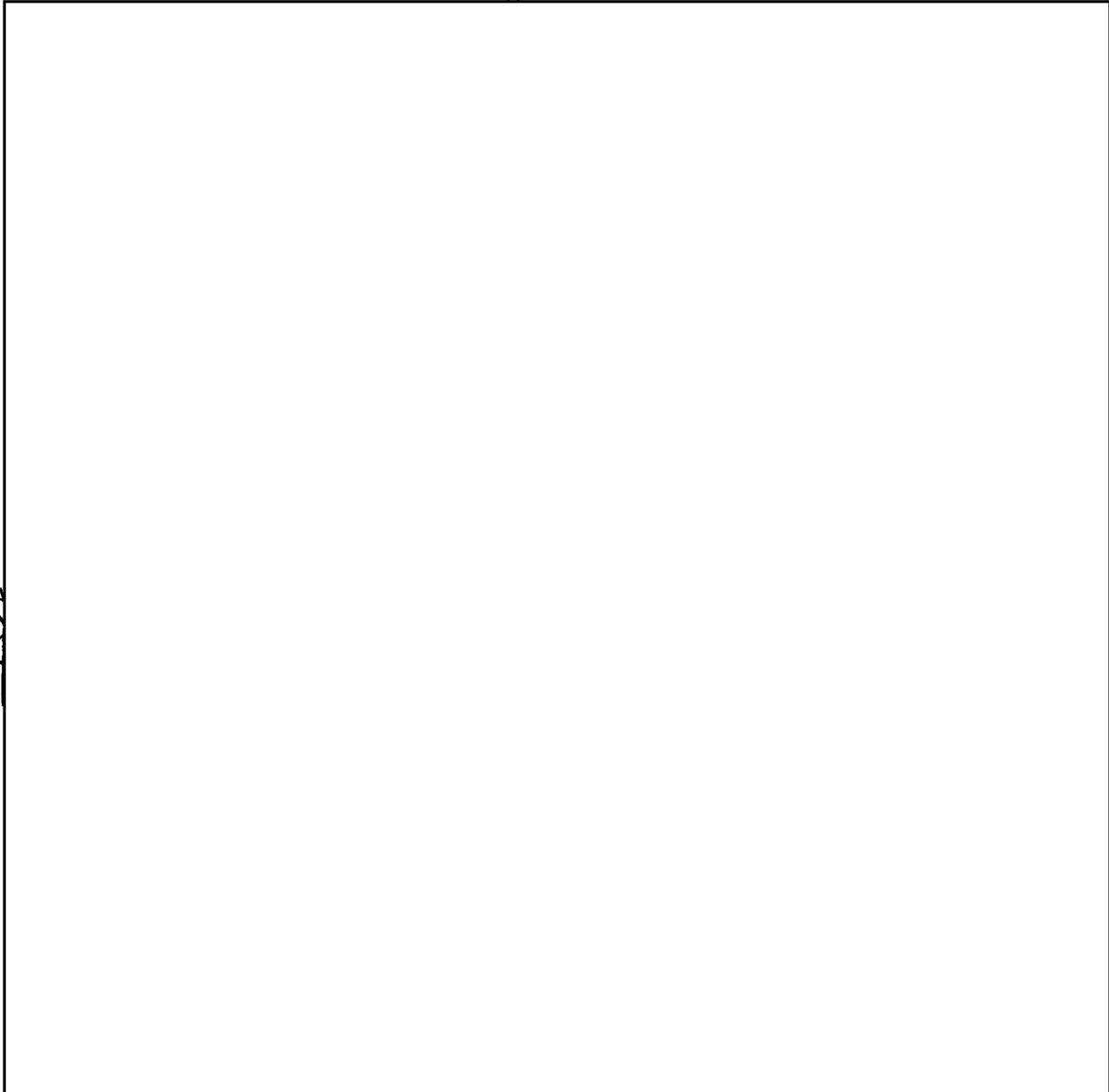
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and progress to date has been negligible.

6. Continuous research is conducted on the fitness report as an aid to the Office of Personnel.

7. Continuous research is also carried on to improve the measures of what is learned in training courses.

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5. Study was made of another office to discover causes of what was considered a persistent turnover problem. It turned out to be a specific turnover problem and involved psychological causes.

6. A study was made of one office to determine the characteristics of people best suited for its work.

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8. The Staff is furnishing more and more material for training courses and participating more in the presentation of this material.



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Naturally, it is not possible to carry on all of these activities simultaneously, but a few of these general psychological services will be found going on any time one visits the Staff.

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